Name: Shoshana McClellan Good Grade Level: 9th/10th grades

Subject Area: U.S. History Unit Title: The Postwar Era, 1945 - 1963

Lesson Title: Television Estimated Time: 1 – 105 minute class

Lesson Number: 5

**Purpose/Rationale for lesson:**

High school students have grown up in a time full of technology and media. They have been surrounded with entertainment and news information from multiple angles. In the 1950s television was a new technology that became increasingly available and affordable for families. Towards the end of our era color televisions also became available. Radio and print were the previous outlets for new and entertainment, and with the new technology of television came new choices regarding the content of television shows and news broadcasts.

**Curriculum Framing Questions:**

* Essential Question: What are the long-term consequences of war?
* Unit Question that applies to this lesson: What were the social impacts of WWII?
* Lesson or Content Question(s): How did television, movies, and music portray the threat of communism? How did they portray other elements of life (gender roles, family values, etc.)? What was included and what was left out?

**Goal:** To understand the influence of this new technology had on society and the ways in which it reflected society’s values.

**Learning Objective(s):**

* Identify societal values that television programs like *Leave it to Beaver* reflect
* Reflect on the ways in which television reflects today’s societal values
* Compare and contrast television programs of the 1950s with those of today

**Curriculum Standard(s):**

* SS.HS.SA.04 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, cause, and both short- and long-term effects.

**Materials Needed:**

* Computer with internet access
* Sound amplification system
* Projector and screen

**Background knowledge or skills students need prior to lesson:**

Students will need to be familiar with communism and to understand the fear of communism that existed in mainstream American culture.

**Hook or Introduction**:

Play theme song from Davey Crockett (<http://www.youtube.com/watch?v=txcRQedoEyY>). Explain that this song was used as a TV show theme song in the mid/late 1950s. 3 minutes.

**Procedures:**

1. Pass out video handout and show an episode of *Leave it to Beaver*. Stop about half way through to answer questions. (<http://www.tvland.com/shows/leave-it-to-beaver/full-episodes/mother-s-helper>) 10 minutes.
2. Students start to fill in video handout. 5 minutes.
3. Resume video watching. 10 minutes.
4. Break. 6 minutes.
5. Watch *See It Now* video: <http://www.cbsnews.com/video/watch/?id=1065699n> Tell students that this video contributed to McCarthy’s fall. 26 minutes.
6. Students fill in video handout. 5 minutes.
7. Have students work in pairs or groups of 3 and list TV shows that they feel reflect values from society today and which values the shows reflect (can be a T-chart or other list). Students will turn this in for participation credit. 10 minutes.
8. Groups share out 1 of their shows/values from their list. If this goes quickly ask for a second show/value from each group. 10 minutes.

**Closure:**

Persuasive essay (culminating assessment) work time. Students will turn in a draft outline or draft op-ed (depending on due date timeline). 20 minutes.

**Differentiation/Accommodation**

4th period:

Ch. Bi., Ru. He., and An. Sc - students will ask for extra time on assignments if they need it. Provide them with links to the videos so that they can watch them multiple times, if they want.

**Attention to Literacy:**

The questions on the video handout help students focus on relevant content from the video and increase comprehension. The group activity asks them to make personal connections between today and the 1950s.

**Assessment and Evaluation of Student Learning:**

Students will receive points for participation in the pair/group/class activity. Students will turn in their video handouts as a formative assessment. Students will also turn in their rough draft work on their op-ed assignment, which will be used to help students to successfully complete the summative assessment for the unit.